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Coaching: catching the zeitgeist and making it work to improve learning at all levels in your school

Professor Rachel Lofthouse
CollectivED

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15 mins



- Insights from evidence

15 mins



- Questions from delegates to expert on their research

15 mins



- Questions from delegates to expert on their research

5 mins



- Summing up; top tips

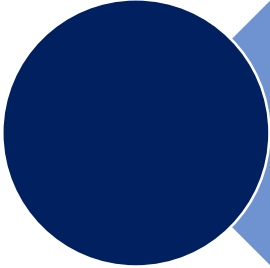
Complex context for coaching in England



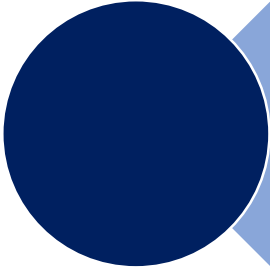
Commonalities and contrasts in coaching



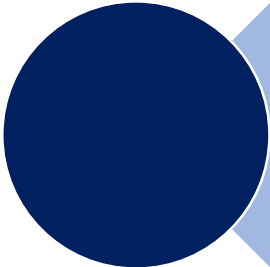
Mostly one-to-one coaching, some group coaching



Purposes vary; developing teaching quality, inter-professional learning, personal development and improving community-school relationships.



Expectation that coaching involves dialogues to create opportunities for learning and change; striking balance between organisation's agenda and individual's motives & interests.



Coaches use structures, disciplines and tools to underpin coaching (e.g. video, listening mode, Thinking Environment).

Discourses of coaching

Contexts deemed in need of change. Coaching often introduced to, 'close the gap', 'sharpen practice', 'solve the problem'

Coaching is not about 'saving people', a 'quick fix', 'performative'.

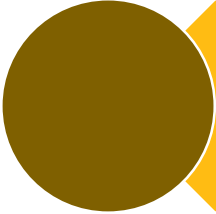
Coaching means being 'listened to', being 'attentive to', allowing coachees to 'open up' & 'do their best thinking'.

Coaching is 'reciprocal', 'exploratory', 'authentic', and allows coaches and coachees to 'share', 'learn' in relation to 'bespoke' approaches.

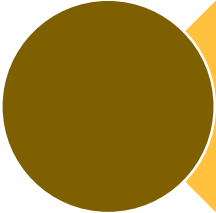
Coaching as relational practice



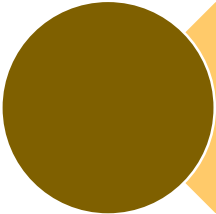
'Relatings' generated most discussion; fostering distinct social space for professional development



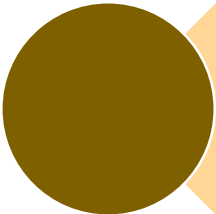
Due to 'gatekeeping' of coaching, and coaches experience/expertise, a power imbalance with the coachee is possible



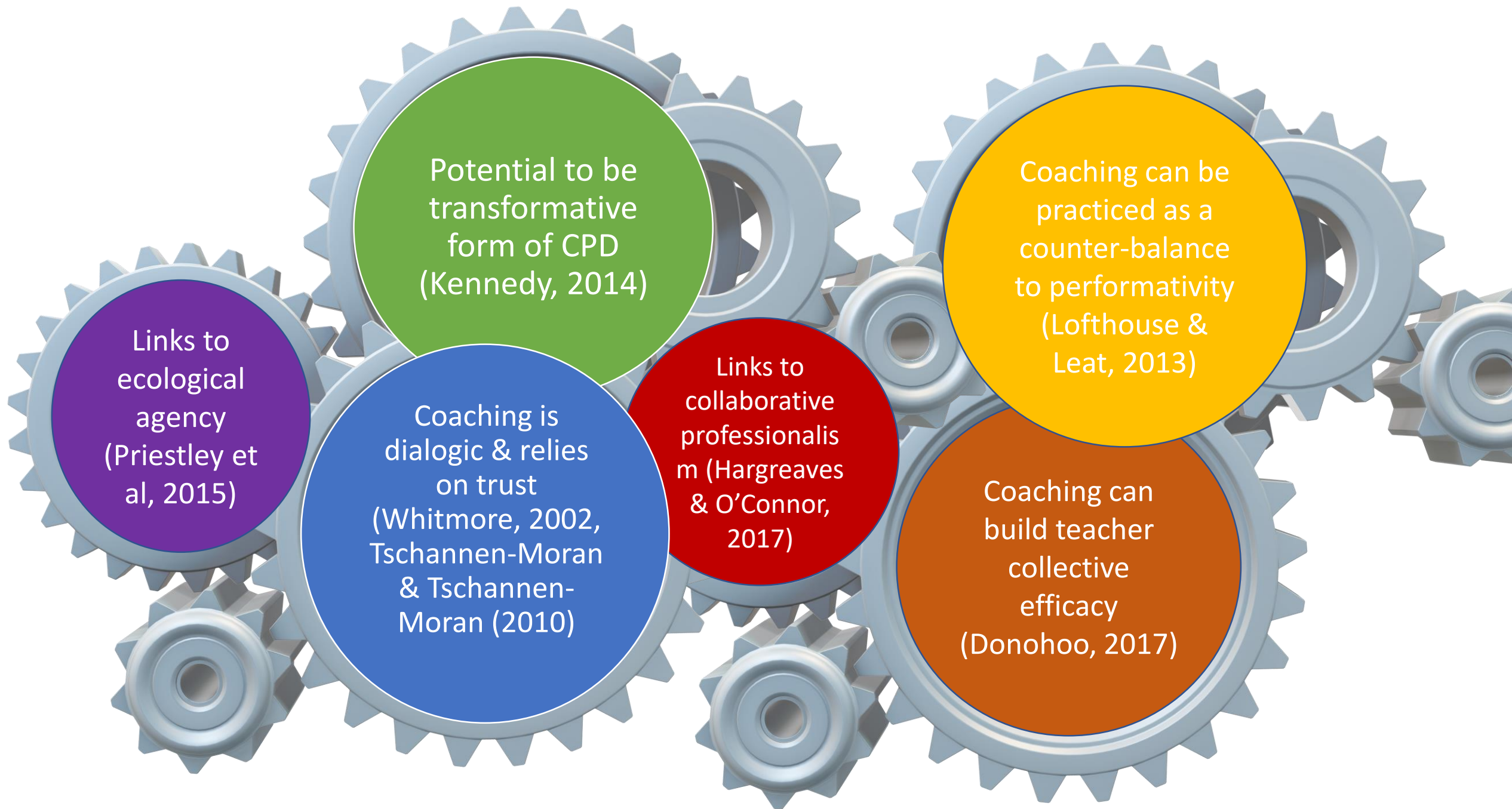
Can take time to create coaching relationships which are comfortable, productive and inclusive



Coach/coachee work together on genuine concerns, building trust, being non-judgmental, and engaging in co-construction



Coach acts in congruence with personal and professional values; intrapersonal aspects transferred into interpersonal domains



Potential to be
transformative
form of CPD
(Kennedy, 2014)

Coaching can be
practiced as a
counter-balance
to performativity
(Lofthouse &
Leat, 2013)

Links to
ecological
agency
(Priestley et
al, 2015)

Coaching is
dialogic & relies
on trust
(Whitmore, 2002,
Tschannen-Moran
& Tschannen-
Moran (2010)

Links to
collaborative
professionalis
m (Hargreaves
& O'Connor,
2017)

Coaching can
build teacher
collective
efficacy
(Donohoo, 2017)



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Building an
Evidence Base
and Contributing
to Expertise
through Research
and Engagement

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